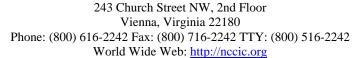# National Child Care Information Center
A service of the Child Care Bureau

EARLY CHILDHOOD LITERACY RESOURCES
FOR PARENTS and EARLY CHILDHOOD EDUCATORS

The following is a sample of publications and television resources that have information for early childhood educators and parents about literacy development in young children. Many of these resources suggest strategies that parents and professionals can use to foster emerging literacy skills.

Publications

■ *Learning to Read and Write Begins at Birth* (*El aprender a leer y escribir comienza al nacer)* (2004), by Child Care Aware, is a brochure for parents and caregivers that gives information on how to build young children's early reading and writing skills. It also provides an Early Literacy Child Care Checklist to help parents evaluate the early literacy materials that caregiver offer. This brochure is available in English on the Web at http://childcareaware.org/en/tools/pubs/pdf/112e.pdf and in Spanish on the Web at http://childcareaware.org/en/tools/pubs/pdf/112s.pdf.

■ "Helping Your Child Go Places Through Literacy" (2004), *The Daily Parent* Vol. 15, prepared by the National Association of Child Care Resource and Referral Agencies (NACCRRA), presents strategies for parents to use with their infants, toddlers, preschoolers, and school-age children that will foster reading, writing, and speaking well. This resource is available on the Web at http://www.childcareaware.org/en/dailyparent/vol15/

■ *Before the ABCs: Promoting School Readiness in Infants and Toddlers* (2003), by Rebecca Parlakian, ZERO TO THREE, examines the important role that cognitive and social-emotional skills play in preparing children for school. It provides suggestions on how professionals working with infants and their families can support the school readiness and early literacy development of young children. The publication explores the development of social-emotional competency, early literacy and early numeracy skills in infants and toddlers. It covers children from birth to age 3. For additional information, contact ZERO TO THREE at 202-638-1144 or on the Web at http://www.zerotothree.org/bookstore/pubDetails.cfm?pubID=2553.

■ *A Child Becomes a Reader: Proven Ideas for Parents from Research – Birth through Preschool* (2003), by Bonnie B. Armbruster, Fran Lehr, and Jean Osborn, National Institute for Literacy, presents ideas from research on how to help children become good readers and writers and describes characteristics of effective literacy programs in child care centers, preschools, and classrooms. Two lists of reading accomplishments that can be expected for a child by 3 years of age and by 5 years of age are outlined based on research in the fields of reading, early childhood education, and child development. Helpful terms to know, suggested reading, and a list of resources for parents and caregivers are provided. This resource is available on the Web at http://www.nifl.gov/partnershipforreading/publications/earlychildhood.html.

■ *Literacy Development* (2003), by the Massachusetts Office of Child Care Services, indicates that literacy is continually evolving, beginning at birth, and includes interactions with others and the

environment. While the sequence of literacy development follows the same general pattern, individual rates of growth may vary. The sequence of literacy development is outlined for infants and children to age 8. Ideas for how to support literacy development are presented for child care providers and families. Topics include: art and music, blocks, cooking, discovery/science, language/writing, manipulatives, dramatic play, and outside play. Adult interaction with children and developmentally appropriate experiences are particularly important in the development of literacy skills. This resource is available on the Web at http://www.qualitychildcare.org/pdf/tech_speak_literacy.pdf.

■ *Reading Tips for Parents (Consejos practicos para los padres sobre la lectura)* (May 2003), by the U.S. Department of Education, offers a host of tips for parents who wish to read for and with their children. The brochure first provides some general tips, such as "Read aloud at least 15 minutes a day to your child," and "Make a special place in your home where your child can read and write." It then describes developmental stages for children under 2 years of age and offers targeted techniques to use with children under 2 years. It does the same for toddlers 2–3 years old, preschoolers 3–4 years old, and for kindergarteners 5–6 years old. This resource is available in English on the Web at http://www.ed.gov/parents/read/resources/readingtips/readingtips.pdf and in Spanish on the Web at http://www.ed.gov/espanol/parents/read/resources/sobrelecture/sobrelecture.pdf.

■ *Beyond the Journal*: *Teaching and Learning about Early Literacy* (March 2003), published by the National Association for the Education of Young Children (NAEYC), lists the following articles that relate to promoting early literacy:

- "The Essentials of Early Literacy Instruction," by Kathleen A. Roskos, James F. Christie, and Donald J. Richgels, is available on the Web at http://www.naeyc.org/resources/journal/2003/Essentials.pdf;

- "Reading to Learn from the Very Beginning: Information Books in Early Childhood," by Nell K. Duke, is available on the Web at http://www.naeyc.org/resources/journal/2003/InformationBooks.pdf;

- "Children's Books that Break Gender Role Stereotypes," by Lisen C. Roberts and Heather T. Hill, is available on the Web at http://www.naeyc.org/resources/journal/2003/Books4Children.pdf;

- "Reading Aloud with Children of All Ages," by Derry Koralek, is available on the Web at http://www.naeyc.org/resources/journal/2003/ReadingAloud.pdf; and

- "Taking Stock of What You Do to Promote Literacy" is available on the Web at http://www.naeyc.org/resources/journal/2003/PromotingLiteracy.pdf.

■ "Bridges to Literacy: Early Routines that Promote Later School Success" (2002), by Sharon Rosenkoetter and Lauren R. Barton, in *Zero to Three* Vol. 22, No. 4, articulates the central skills of literacy and discusses how routines can be used with children from birth to age 3 to support literacy development in infants and toddlers. It discusses how families and communities can promote later academic success for young children through relationships that include responsiveness, repetition, modeling and motivation, exposure to print, and oral language. Additional bridges to literacy for young children are experiences in the world, with the tools of literacy, with sounds, with

decontextualized language, and with writing. In young children's play, emergent understandings are integrated, practiced and tested in a safe environment. This resource is available on the Web at http://www.zerotothree.org/vol22-4b.pdf.

■   *Good Beginnings in Reading for Infants and Toddlers in High/Scope Programs* (2002), by Ann S. Epstein, Charles Hohmann, and Mary Hohmann, High/Scope® Educational Research Foundation, outlines how High/Scope infant-toddler programs support children's oral language development, listening, and book and print awareness. High/Scope caregiving environments provide infants and toddlers with a set of key experiences that help children develop language and literacy skills; these include listening and responding to children, recognizing children's nonverbal attempts to communicate, helping children participate in two-way communication, supporting children's efforts to learn to talk, allowing children to freely explore books and magazines, and helping children enjoy stories, rhymes and songs. The paper outlines the type of caregiving approach and environmental characteristics that enhance young children's language and literacy development. This resource is available on the Web at http://www.highscope.org/NewsNotes/PositionPapers/infanttoddler.htm.

■   *Head Start Child Outcomes Framework* (2002), prepared by the Head Start Bureau, describes a framework intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children from ages 3- to 5-years old and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The framework is composed of eight general domains, 27 domain elements, and 100 examples of more specific indicators of children's skills, abilities, knowledge, and behaviors. The framework is based on the *Head Start Program Performance Standards, Head Start Program Performance Measures*, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of State agencies and professional organizations. This resource is available on the Web at http://www.headstartinfo.org/pdf/im00_18a.pdf.

■   *Teaching Our Youngest* (2002), prepared by the Early Childhood–Head Start Task Force, U.S. Department of Education and U.S. Department of Health and Human Services, draws on scientifically based research and offers suggestions for ways to help children ages 3–5 develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers, and learn to count. Examples of strategies used to teach these skills are provided. Also included are examples of ways to create an environment in the preschool classroom that will nurture children's natural curiosity and their zest for learning. Topics include: reading aloud to children, developing listening and speaking skills, teaching about the sounds of spoken language, teaching about print, teaching about books, teaching about letters, building children's background knowledge and thinking skills, teaching about numbers and counting, checking children's progress, and communicating with parents and caregivers. This resource is available on the Web at http://www.ed.gov/teachers/how/early/teachingouryoungest/teachingouryoungest.pdf.

■   *User's Guide to the Early Language and Literacy Classroom Observation (ELLCO) Toolkit: Research Edition* (2002), by Miriam W. Smith and David K. Dickinson, published by Paul H. Brookes Publishing Company, provides readers with technical information and instructions to successfully conduct and score the *ELLCO* Toolkit. The *ELLCO* provides researchers and

practitioners with a comprehensive set of observation tools for describing the extent to which classrooms provide children optimal support for their language and literacy development. This guide includes: (1) a brief, but comprehensive introduction to using the *ELLCO* in research, school improvement planning, supervision, and professional development; (2) step-by-step instructions for each of the three parts (i.e., the *Literacy Environment Checklist, the Classroom Observation and Teacher Interview, and the Literacy Activities Rating Scale*); and (3) a narrative that describes how one teacher sparked a young boy's interest in literacy and how other teachers can apply key literacy concepts with their own students. Lists of Web-based resources, resources to support practitioners, and key research articles and books are provided. For additional information, contact Paul H. Brookes Publishing Company at 410-337-9580 or on the Web at http://www.brookespublishing.com/store/books/smith-ellco/index.htm.

■   *Beyond Baby Talk: From Sounds to Sentences: A Parent's Complete Guide to Language Development* (2001), by Kenn Apel and Julie J. Masterson, published by Prima Publishing, notes that the early years of a child's life are the most critical for speech and language development and that parents are the child's primary language role model. This book helps parents become knowledgeable about child language development during the first six years. For additional information, contact Prima Publishing at http://www.primapublishing.com/catalog/display.pperl?0761526471.

■   *Linguistic Diversity and Early Literacy: Serving Culturally Diverse Families in Early Head Start* (2001), prepared by the Early Head Start National Resource Center at ZERO TO THREE, focuses on early language development in children from birth to age 3 from culturally and linguistically diverse families and the implications for later literacy development. The first section of the paper is an overview of how young children learn language and the different contexts in which language acquisition occurs. The second section of the paper focuses on family literacy and the process to create literacy rich environments in culturally and linguistically diverse settings. The third section provides strategies for using program management systems to support family literacy as well as cultural and linguistic diversity. This resource is available on the Web at http://www.ehsnrc.org/pdffiles/TA5.pdf.

■   *Put Reading First: Helping Your Child Learn to Read: A Parent Guide: Preschool Through Grade 3* (2001), published by The Partnership for Reading, a collaborative effort of the National Institute for Literacy (NIFL), the National Institute of Child Health and Human Development (NICHD), and the U. S .Department of Education, is designed for parents of young children. It describes the kinds of early literacy activities that should take place at school and at home to help children learn to read successfully. These reading activities are broken down into three categories: (1) children who are just beginning to learn to read; (2) children who are just beginning to read; and (3) children who are reading. It is emphasized that learning to read takes more practice than children get during the school day. It is based on the findings of the National Reading Panel. This resource is available on the Web at http://www.nifl.gov/partnershipforreading/publications/Parent_br.pdf.

■   *Reading Wizards: Parents and Children Reading Together* (2001), developed by the College of Agricultural Sciences, Pennsylvania State University, is a series of bulletins on reading with children. Bulletins A through D are designed for parents of children as young as 2-years-old and include activities based on Dr. Seuss books. Bulletins 1 through 6, based on the *Harry Potter* book series, were created for parents with children between the ages of 5- and 12-years old. The bulletins include tips on how to make the most of reading time with children, as well as activities based on the

Harry Potter books. These resources are available on the Web at
http://betterkidcare.psu.edu/page02ReadingWizards.html.

■	*Creating Connections, Building Constructions: Language, Literacy, and Play in Early Childhood* (2000), in *Reading Online*, by Kathleen Roskos with Oula Majzoub Hanbali, produced by the International Reading Association (IRA), explores the link between literacy development and play, emphasizing how rich play experiences support children's literacy development in the preschool years. The authors support a thoughtful integration of play into the learning-to-read process. The paper then provides a case study outlining the benefits to children's literacy development of making play an integral part of learning and using literacy and language skills. This resource is available on the Web at http://www.readingonline.org/articles/roskos/article.html.

■	*Eager to Learn: Educating Our Preschoolers* (2000), by Barbara Bowman, Suzanne Donovan, and Susan Burns, published by the National Academy Press, examines the accumulated theory, research, and evaluation literature relevant to early care and education. It presents the recommendations of the Committee on Early Childhood Pedagogy, which was established in 1997 by the National Research Council to study a broad range of research on early learning and development and to explore the implications for the education and care of children ages 2– to 5–years old, focusing on programs provided outside the home. This resource is available on the Web at http://www.nap.edu/books/0309068363/html/.

■	*Helping Your Child Become a Reader* (*Cómo Ayudar a Su Hijo Ser un Buen Lector*) (2000), by Andrea DeBruin-Parecki, Kathryn Perkinson, and Lance Ferderer, U.S. Department of Education, tells how parents can use their language skills to build those of their children. It offers parents suggestions on how to talk with their children, read aloud with them, help them learn about printed words and what they mean, show their children that the parents value reading, and do other activities at home that encourage reading. To help show when children can take certain learning steps, the booklet ties much of the discussion to four age groups: baby (birth to 1 year); toddler (1 to 3 years); preschooler (ages 3 and 4 years); and kindergartner/early first grader (ages 5 and 6). This resource is available in English on the Web at http://www.ed.gov/parents/academic/help/reader/index.html, and in Spanish on the Web at http://www.ed.gov/espanol/parents/academic/lector/part.html.

■	*Learning to Read and Write: Developmentally Appropriate Practices for Young Children* (2000), by Susan B. Neuman, Carol Copple, and Sue Bredekamp, published by the National Association for the Education of Young Children (NAEYC), includes the 1998 International Reading Association and NAEYC's position statement on learning to read and write. It provides elaborations and illustrations of key points of the statement with respect to instruction, assessment, and policy. It discusses effective teaching practices that address the key dimensions within the child's progress towards fluent reading and writing. Finally, it addresses assessment and policies needed to support effective practices. For additional information, contact NAEYC at 202-232-8777 or on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?stock_No=161.

■	*Reading Right From The Start: What Parents Can Do in the First Five Years* (2000), by Toni Bickart and Diane Trister Dodge, published by Teaching Strategies, Inc., shows parents how they can help their children (birth–5 years) gain the language and literacy knowledge necessary to become readers and writers. It uses the everyday routines that all parents do with their children such as bathing and dressing, feeding, shopping, and household chores to demonstrate how to build vocabulary, learn about conversations, and discover meaning from the written word. The book includes recommended

reading lists for babies, toddlers, and preschoolers. This publication is also available in Spanish. For additional information, contact Teaching Strategies at 800-637-3652 or on the Web at http://www.teachingstrategies.com/bookshop/detail.cfm?productid=27.

■ *Critical Issue: Addressing the Literacy Needs of Early and Emergent Readers* (1999), by D. Johnson, North Carolina Regional Educational Library (NCREL), presents theoretical and research-based knowledge of literacy development of children from birth through 3rd grade. It provides an understanding of literacy acquisition and suggests strategies that can assist reading and writing success. It includes recommendations for administrators, teachers, and parents. This resource is available on the Web at http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li100.htm.

■ *Learning to Read and Write: Developmentally Appropriate Practices for Young Children* (1999), published by the National Association for the Education of Young Children (NAEYC), is a joint position statement by the International Reading Association (IRA) and NAEYC. It presents developmentally appropriate practices for literacy development for children from birth to age 8. The purpose of this statement is to provide guidance to teachers of young children in schools and early childhood programs and to any adults who are in a position to influence a young child's learning and development. It emphasizes that it is vital to teach reading and writing to children—literacy does not just emerge naturally. It reviews the pertinent research; outlines a set of principles and recommendations for teaching practices and public policy; and includes a continuum of children's development in early reading and writing. This resource is available on the Web at http://naeyc.org/resources/position_statements/psread98.pdf.

■ *Much More Than the ABCs: The Early Stages of Reading and Writing* (1999), by Judith A. Schickedanz, published by the National Association for the Education of Young Children, (NAEYC), is based on the premise that without a solid foundation of literacy knowledge and skill, children will have difficulty benefiting from 1st grade reading and writing instruction. It provides a comprehensive introduction for parents and teachers to literacy development from infancy through preschool. The book emphasizes age-appropriate methods, books, and materials for encouraging emergent literacy. For additional information, contact NAEYC at 202-232-8777 or on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=204.

■ *Reading Helpers: A Handbook for Training Tutors* (1999), by Ray Collins, for the Corporation for National Service, U.S. Department of Education and U.S. Department of Health and Human Services, is a companion volume to *On the Road to Reading: A Guide for Community Partners*. The five chapters of the handbook present 11 training sessions for tutors, comprising 36 hours of training. The handbook provides an orientation to basic principles and techniques of tutoring; presents an overview of how children become readers and writers; addresses strategies for talking with children, reading aloud, and writing with children; explores reading together, helping children with reading strategies, focusing on meaning, and improving writing skills; and discusses how to support children's reading at home and promote family literacy. Each chapter is organized in two parts—an overview summarizing the topic and highlighting the principal themes, and the training sessions and activities related to the theme. This resource is available on the Web at http://www.ed.gov/pubs/RoadtoRead/.

■ *The Scientist in the Crib: What Early Learning Tells Us about the Mind* (1999), by Alison Gopnick, Andrew N. Meltzoff, and Patricia K. Kuhl, Harper Collins Publishers, Inc., explains how, and how much, babies and young children know and learn, and how much parents naturally teach

them. From their background in the field of cognitive science, the authors sum up the latest research about children's minds and how they learn. Drawing upon research and their own experience as parents and practitioners, the authors explore how babies recognize and understand their fellow humans, interpret sensory input, absorb language, and learn and devise theories. For additional information, contact Harper Collins Publishers, Inc. at 212-207-7000 or on the Web at http://www.harpercollins.com/catalog/book_xml.asp?isbn=0688177883.

■   *Starting Out Right: A Guide to Promoting Children's Reading Success* (1999), by M. Susan Burns, Peg Griffin, and Catherine E. Snow, National Academy Press, identifies questions and explores answers regarding early literacy development drawing upon the *Preventing Reading Difficulties in Young Children* study. Guidance is provided about the key elements children need to succeed in reading; what parents and caregivers can provide to prepare children for reading instruction upon entering school; what language and literacy concepts to include in reading instruction; how reading difficulties can be prevented; and what to ask school boards, principals, and policy-makers regarding early reading instruction. In addition, the book offers checklists of specific reading accomplishments from preschool through 3rd grade, 55 literacy activities, a list of 100 recommended children's books, a guide to computer software and CD-ROMs, and a list of Internet resources. This resource is available on the Web at http://www.nap.edu/books/0309064104/html.

■   *Raising a Reader* (1998), an *Early Years are Learning Years* release, published by the National Association for the Education of Young Children (NAEYC), explains how reading aloud with children is an essential component to language and literacy development. It provides a number of suggestions to parents and caregivers to help them encourage love of reading in children from birth to age 5. This resource is available on the Web at http://www.naeyc.org/resources/eyly/1998/19.htm.

■   *Phonemic Awareness in Young Children: A Classroom Curriculum* (1998), by Marilyn Jager Adams, Barbara R. Foorman, Ingvar Lundberg, and Terri Beeler, published by Paul H. Brookes Publishing Company, presents a supplemental language and reading curriculum that complements any prereading program. Preschool, kindergarten, and 1st grade teachers can use these activities in any classroom—general, bilingual, inclusive, or special education. The curriculum accommodates individualized learning and teaching styles. The developmental sequence follows a school year calendar, building on simple listening games and gradually moving on to more advanced sound manipulation exercises like rhyming, alliteration, and segmentation. Assessment activities help educators evaluate language and listening skills, and the assessment forms can be photocopied for frequent use with large groups of children. The book includes: teaching objectives; lesson plans and sample scripts; activity adaptations; troubleshooting guidelines; informal, large group screening tests (up to 15 children at a time); guidelines for interpreting screening test results; and recommendations for assessment. For additional information, contact Paul H. Brookes Publishing Company at 410-337-9580 or on the Web at http://www.brookespublishing.com/store/books/adams-3211/index.htm.

■   *READY*SET*READ for Caregivers: Early Childhood Language Activities for Children from Birth through Age Five* (*El Reto: A Leer America! En Sus Marcas Listos A Leer!: Para Los Cuidadores: Actividades de Lenguaje para la Primera Infancia y Ninez Entre el Nacimiento y los 5 Anos*) (1998), by Derry Koralek, for the Corporation for National Service, U.S. Department of Education and U.S. Department of Health and Human Services, presents activities and ideas that caregivers (family child care providers and the teachers, staff, and volunteers in child development programs) can use to help young children learn about language. The guide divides activities into four

age groups: young babies, crawlers and walkers, toddlers, and preschoolers. This resource is available in English on the Web at http://nccic.org/pubs/rsr/rsrcaregivers.pdf. It is available in Spanish on the Web at http://nccic.org/pubs/rsr/rsrcaregivers-sp.pdf.

■	*READY*SET*READ for Families: Early Childhood Language Activities for Children from Birth through Age Five (El Reto: En Sus Marcas Listos a Leer! Para las Familias de Ninos Pequenos: Actividades De Lenguaje Para La Primera Infancia y Ninez Entre El Nacimiento y Los 5 Anos)* (1998), by Derry Koralek, for the Corporation for National Service, U.S. Department of Education and U.S. Department of Health and Human Services, presents activities and ideas that families (adults who have nurturing relationships with a child—a mother, father, grandparent, other relative, or close friend) can use to help young children learn about language. The guide divides activities into four age groups: young babies, crawlers and walkers, toddlers, and preschoolers. This resource is available in English on the Web at http://nccic.org/pubs/rsr/rsrfamilies.pdf. It is available in Spanish on the Web at http://www.ed.gov/Family/Familias/.

■	*On the Road to Reading: A Guide for Community Partners* (1997), by Derry Koralek and Ray Collins, for the Corporation for National Service, U.S. Department of Education and U.S. Department of Health and Human Services, is a resource guide that was developed to support reading programs and reading tutors. It includes research-based information on topics such as how most children learn to read, how tutors can support young readers, how to involve families, how to build community partnerships, and how to develop a tutoring program. It covers children from age 4 to 3rd grade. This resource is available on the Web at http://www.ed.gov/pubs/RoadtoRead/index.html.

■	*One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language* (1997), by Patton O. Tabors, Paul H. Brookes Publishing Company, offers the specific techniques needed to facilitate the natural progression of second-language acquisition in young children. This process involves supporting the home language by adding a second language to a first language rather than replacing a first language with a second. Teachers are advised about how to create a supportive classroom environment for children learning English as a second language with effective ways to measure progress, address individual differences, and work with parents. The importance of children's home languages and cultures is emphasized with strategies to support first-language acquisition. For additional information, contact Paul H. Brookes Publishing Company at 410-337-9580 or on the Web at http://www.brookespublishing.com/store/books/tabors-272x/index.htm.

■	*Training Guides for the Head Start Learning Community: Emerging Literacy: Linking Social Competence to Learning* (1997), by Aspen Systems Corporation, U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Head Start Bureau, is a training guide intended to enhance the skills of Head Start staff in collaborating with families to support the development of children's language skills. The guide describes emerging literacy for children from birth through the preschool years. Following an introductory section, the guide presents four training modules. Each module details expected outcomes, key concepts, background information, learning activities, and next steps. Handouts are included for each module. This resource is available on the Web at http://www.bmcc.edu/Headstart/Trngds/Literacy/index.html.

Television Resources

■ **Between the Lions Web**
125 Western Avenue
Boston, MA 02134
World Wide Web: http://pbskids.org/lions/index.html

Between the Lions is produced by WGBH Boston and Sirius Thing, Ltd. It combines innovative puppetry, animation, live action, and music to achieve its educational mission of helping young children from ages 4- to 7- years old learn to read. The main goals are to model reading, writing, speaking, and listening behaviors; motivate children to read and write; introduce viewers to the foundational skills that enable literacy acquisition—phonemic awareness, letter-sound knowledge, and basic concepts about print; and acquaint children with a wide variety of discourse styles and texts. The Web site provides stories and games for children, as well as resources on literacy for parents and suggested booklists.

■ **PBS Parents**
Public Broadcasting System (PBS)
World Wide Web: http://www.pbs.org/parents/

PBS Parents includes suggestions for activities that parents of children from birth to age 7 can do with their children using PBS Kids TV shows. Its multimedia resources include print materials, slideshows that summarize information on a page, and video clips. The PBS Parents site is funded in part by a Ready To Learn cooperative agreement with the U.S. Department of Education.

■ **Reading Rockets: Launching Young Readers**
Public Broadcasting System (PBS)
World Wide Web: http://www.pbs.org/launchingreaders

This is a five-part public television series on reading. It was created for parents, grandparents, teachers, caregivers, and anyone else who touches children's lives. Each half-hour program examines a stage young children from birth to 3rd grade go through in developing their reading skills. The five program titles are: *The Roots of Reading, Sounds and Symbols, Fluent Reading, Writing and Spelling,* and *Reading for Meaning.* The accompanying Web site features easy-to-use parent tips, video clips and transcripts from interviews with some of the nation's foremost reading experts, motivational e-cards that grandparents and teachers can send to children, booklists, a forum for sharing suggestions, and articles on promoting literacy. The Web site includes a search feature to enable parents to find PBS stations that serve their community.

■ **Ready To Learn**
World Wide Web: http://pbskids.org/readytolearn

This initiative promotes literacy and school readiness by teaching parents and caregivers how to use public television as an educational tool. The Ready To Learn coordinator at each station is responsible for conducting 20 outreach workshops per year, distributing 300 children's books per month to low-income families, distributing a biannual magazine, and engaging in professional development training. PBS Ready To Learn is supported by a cooperative agreement from the National Institute on Early Childhood Development and Education in the U.S. Department of Education through the Corporation for Public Broadcasting. The Web site includes links for caregivers and parents to educational philosophies, educator guides, and at-home activities related to these programs. The following PBS KIDS programs that have received production funding from

Ready To Learn have a specific early literacy focus: *Between the Lions, Reading Rainbow,* and *Sesame Street.*

■ **Sesame Street Beginnings: Language to Literacy**
  Children's Television Workshop
  1 Lincoln Plaza
  New York, NY 10023
  World Wide Web: http://ctw.netscape.com/parents/advice/article/0,4125,97920,00.html

This Web site is designed to extend children's learning of concepts introduced in episodes of *Sesame Street*, provides caregivers with information in three areas. *Making the Most of Media Time* offers guidelines on helping children form appropriate habits regarding media use; *From Language to Literacy* highlights ways that caregivers can help children transition from language to literacy skills; and *Music and Art Together* suggests ways that caregivers can use the arts to promote the cognitive, physical, and social and emotional development of children from ages 2 to 4 year.

The National Child Care Information Center does not endorse any organization, publication or resource.

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